

The
Phonographic
TEACHER.

PITMAN'S
SHORTHAND
OR
PHONOGRAPHY

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The Phonographic Teacher :

A GUIDE TO A PRACTICAL ACQUAINTANCE WITH
THE ART OF

PHONOGRAPHY

OR

PHONETIC SHORTHAND.

BY ISAAC PITMAN.

ONE MILLION SIX HUNDREDTH THOUSAND.

"Who that is much in the habit of writing, has not often wished for some means of expressing, by two or three dashes of the pen, that which, as things are, it requires such an expenditure of time and labor to commit to paper? Our present mode of communication must be felt to be cumbersome in the last degree; unworthy of these days of invention. We require some means of bringing the operations of the mind and of the hand into closer correspondence."—*English Review*.

Entered according to Act of the Parliament of Canada, in the year one thousand eight hundred and ninety-one, by ISAAC PITMAN & SONS, in the Office of the Minister of Agriculture.

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CONTENTS.

	PAGE		PAGE
Preface	3	Circle <i>S</i> added to an In-	
Directions for Practice ...	3	itial Hook	24
1. Consonants	4	11. Final Hooks... ..	25
Double Consonants ...4, 23		„ <i>N</i> Hook	25
Analogy of Sound and Sign	7	„ <i>F</i> or <i>V</i> Hook	25
Joined Consonants	7	Hook adding <i>N</i> to all	
Upward and Downward <i>R</i> ...	8	Curves	25
2. Vowels, Long	10	Final <i>Shon</i> (-tion) Hook ...	25
Places of the Vowels	10	Circle <i>S</i> added to a Final	
3. Phonetic Writing	11	Hook	26
Long Vowel between two		Final Hook and a Final	
Consonants	12	Vowel	27
4. Vowels, Short	13	12. Aspirate	28
Short Vowel between two		13. Upward and Downward <i>R</i>	
Consonants	14	and <i>L</i>	29
5. Grammalogues	15	14. Halving Principle	31
6. Diphthongs	16	15. <i>W</i> & <i>Y</i> Series of Diphthongs	35
7. Additional Sign for <i>S</i> and <i>Z</i>	17	16. Vocalization of the <i>PR</i>	
8. Initial <i>S</i> Circle	18, 24	and <i>PL</i> Series	36
„ <i>SW</i> „	18, 24	17. Prefix <i>Con</i> and Affix <i>Ing</i> ...	37
„ <i>ST</i> Loop	18, 24	18. Stops	37
9. Final <i>S</i> Circle	19, 26	19. List of Grammalogues	38
„ <i>ST</i> and <i>STR</i> Loops	19	Logograms or Word Let-	
Distinction between Circle		ters	38
<i>S</i> and Stroke <i>S</i> , and be-		20. Shorthand Exercises	39
tween Loop <i>ST</i> and <i>S T</i> ...	20	21. Conclusion	46
10. Initial Hooks, <i>R</i> and <i>L</i> ...	21	Index	47

Interspersed with Exercises on Words and on Sentences.

The student is recommended to procure the "Key to the Phonographic Teacher," 6d. He should write each of the seventy-two Exercises in the "Teacher" twice, before he proceeds to the next in order; first from the "Teacher," correcting himself by the "Key," and then from the "Key," correcting himself by the "Teacher."

The Members of the Phonetic Society correct the Exercises of Students, through the post, gratuitously

(See page 46)

PREFACE.

WHEN Phonography was first published, in 1837, the practice of Shorthand was almost confined to the reporting of speeches and sermons by professional shorthand writers: the art is now in daily use, like longhand, by thousands of persons in all parts of the world where the English language is spoken. This extended practice of shorthand has been effected by the ever-increasing activity of the age, and by the simplicity and efficiency of the phonetic system. As the causes which have produced this result continue in full force, the effects must increase until Shorthand becomes the general medium of written communication.

The great and desirable object which the Author believes he has accomplished in the construction of Phonography, is briefly this:—*the representation of every sound and articulation in the English language, by a simple and easily-formed sign*, which will readily enter into every combination required, and which is never used to represent more than that one sound or articulation. The consonant forms of *w, y, h*—intermediates between vowels and consonants—are exceptions, the characters for which are not *simple* strokes.

Phonography combines the legibility of longhand with more than the brevity of ordinary shorthand. The system is capable of answering every requirement of the man of science or business, as well as of the professional reporter; yet it is so simple, that its principles may be mastered in a few hours, and one or two hours' daily practice for a month, in reading and writing, will enable the student to use it with safety and some degree of freedom; while the same amount of practice, continued for six or twelve months, according to the ability of the student, will enable anyone who has acquired facility in using the pen in common writing, to report a slow speaker. By continued practice, the writer will be able to report a rapid speaker verbatim.

DIRECTIONS FOR PRACTICE.

The student of Phonography will find no difficulty in acquiring a knowledge of this most useful art, if he will practise according to the following directions:—He should first obtain a knowledge of the *consonants* of the Phonographic Alphabet, and their names, as given on page 4. He must then drill himself in the practice of the shorthand letters by copying Exercises 1 to 8. Next learn the six long vowels, and their signs, page 10. All the Exercises in this book, commencing on page 5, are to be first read and then copied into a book made of ruled paper. The pupil should not read through the whole book before he commences writing, but read one page and then write out the Exercises in it, several times if necessary, until he can form the characters neatly and accurately.

The Phonographic letters should not be written smaller than they are here: and care must be taken at the outset to trace them slowly and accurately. Rapidity and accuracy combined can be attained only by practice. Though it is not absolutely necessary to use ruled paper when writing Phonography, it will be a great advantage to the learner. Either a pen or pencil may be employed. A pencil is most convenient at the commencement of the pupil's exercises, but for his usual writing he will find a pen more suitable. It should be a fine-pointed one, and be so held that the pen-holder and the elbow point away from the body.

I. CONSONANTS.

EXPLODENTS.

	Name.	Sound.
P	\	pee a in rope
B	\	bee „ robe
T		tee „ fate
D		dee „ fade
CH	/ [down stroke]	chay „ etch
J	/	jay „ edge
K	—	kay „ leek
G	—	gay „ league

NASALS.

M	⤿	em „ seem
N	⤿	en „ seen
NG	⤿	ing „ sing

COALESCENTS.

W	↗ [up stroke]	way „ way
Y	↗ [up stroke]	yay „ yea

CONTINUANTS.

	Name.	Sound.
F	\	ef as in safe
V	\	vee „ save
TH	(ith „ wreath
TH	(thee „ wreath
S)	es „ hiss
Z)	zee „ his
SH	/	ish „ vicious
ZH	/	zhee „ vision

LIQUIDS.

L	↗ [up stroke]	el „ pall
R	↘ [down stroke]	ar „ air
R	↗ [up stroke]	ray „ raise

ASPIRATE.

H	9 [down stroke]	} aitch as in hay
H	6 [up stroke]	

Double Consonants.

(To be learned when the pupil comes to page 21.)

WH	↗ ^{up}	whay as in where	LR	↘ ^{down}	ler as in feeler
KW	⤿	kway „ quick	WL	↗ ^{up}	wel „ wail
GW	⤿	gway „ anguish	WHL	↗ ^{up}	whel „ whale
MP	} ⤿	emp „ { hemp			
MB					

EXERCISE 1—CONSONANTS.

When the pupil has read the Preface, [particularly the "Directions for Practice," page 3,] this page, and all the Exercises that follow, must be carefully written out, *the name of each shorthand letter, as on page 4, being pronounced aloud as it is written.* The pupil must call the consonants by their phonetic names: thus, "ch" is to be named *chay*, not *see aitch*; "g" *gay*, not *jee*; "ng" *ing*, not *en jee*.

Horizontal letters are written from *left to right*, on the line.

Perpendicular letters are written *downward*, resting on the line.

Sloping letters are written *downward*, except *l*, upward *r, w, y*, and upward *h*, which are written *upward*, from the line. All sloping letters are written at an angle of 45 degrees from the horizontal, except *ch, j*, and downward *h*, which are written at an angle of 60 degrees; and *r, w, y*, upward *h*, 30 degrees.

P, B



T, D



CH, J [down]



K, G



F, V



TH, TH



S, Z



SH, ZH



M



N



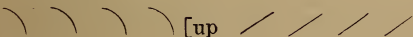
NG



L [up]



R [down]



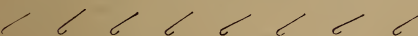
[up]



W [up]



Y [up]





H [down]



[up]



The following Diagrams will assist in fixing in the pupil's mind the letters of the Shorthand Alphabet. He should copy them and write the letters in longhand close to the several shorthand letters. To remember the strokes for *th* and *s*, note that) is the curve on the right side of  *L* and *r* form the left and right sides of an arch. 



If the pupil cannot produce a fair copy of the letters on the preceding page at the first trial, he should write the page several times, and vary the practice by writing the letters in irregular order; thus,



EXERCISE 2—CONSONANTS.

Copy the shorthand letters, and write the longhand letter after each.

1. \ | / | _ \ / _ \) () _
2. \ _ (\ /) / 9 / \ _ /
3. | _ / _ _ \) / \ \ | / 9

EXERCISE 3—CONSONANTS.

Write the shorthand letters, and place the longhand letter after each

In Exercises 3, 5, 7, the letter (named "ith," is represented by *italic "th;"* and (named "thee," by roman "th."

1. t, ch, b, g, d, p, h (down), ng, s, *th*, m, y, n, l, r (down).
2. *th*, z, r (up), sh, j, k, f, w, h (up), zh, v, b, t, k, d, f, w.
3. j, z, v, s, m, r (up), l, h (down), p, n, ch, g, *th*, z, *th*, sh.

Every consonant in the Phonographic Alphabet is written in the direction of one of the lines in this diagram, except straight lines in the 4th position. These, having both a downward and an upward direction, are written less sloping when struck downward, as / *ch*, 9 *h*; and more sloping when struck upward, as / *r*, ^ *h*. When a straight upstroke letter is joined to some other letter, not an upstroke, it should slope like stroke 4 in the diagram. *L* and *sh*, joined to other consonants, may be written either up or down. *Sh*, standing alone, is written down.

Analogy of Sound and Sign.

With the exception of *w* and the downward *r* [*h* is merely a breathing], consonants made by a given organ are written in the same direction; thus

1. LIPS, *p, b; f, v.*
2. TEETH, *t, d; th, th; s, z.*
3. PALATE, *ch, j; sh, zh; l, lr; wl, whl; upward r, y.*
4. THROAT and NOSE, *k, g; kw, gw; m, mp; n, ng.*



Joined Consonants.

When consonants are joined, *they should be written without lifting the pen*,—the second commencing where the first ends, and the third being continued from the end of the second, etc.; thus, not In the following Exercise, the combinations in lines 1 to 4, must rest upon the line. In lines 5, 6, and all similar combinations, that is, when two descending letters follow each other, the first letter rests upon the line, and the second is written below; thus, not A horizontal followed by a descending letter must be commenced ABOVE the line, in order that the other letter may rest on the line; thus, not .

EXERCISE 4—JOINED CONSONANTS.

Write the longhand letters after the Shorthand, as in line 1. A good style of writing can be formed only by carefully DRAWING the shorthand characters at first. Speed will come by practice.





1. *pk*, *kp*, *tk*, *kt*, *tm*, *mt*.
- 2.
3. (up)
- 4.
- 5.
- 6.

EXERCISE 5—JOINED CONSONANTS.






















































Write the Shorthand letters, and place the longhand after them.

1. p t, p k, p th, p sh, p m, p l; t p, t k, t th, t m.
2. ch p, ch k, ch l, ch m, ch n; k p, k t, k th, k sh, k m.
3. f p, f ch, f th, f m, f n, f l; th ch, th k, th f, th m.
4. s p, s k, s l, s m, s n; sh p, sh k, sh f, sh m.
5. m p, m k, m f, m th, m n, m l; n p, n t, n ch, n k.
6. n f, n th, n sh, n m; l p, l ch, l k, l f, l m; w p, w l.
7. p p, t t, ch ch, k k, f f, s s, l l, m m, n n, r r.

Upward and Downward R.

R is represented by either  written downward, or by  written upward, as may be convenient for joining with other letters. The upward *r* is most used. *Ch*, whether standing alone or joined to another letter, is written downward. The distinction between  *ch* and  *r*, when joined, will be seen in the following Exercise :

EXERCISE 6—*R* AND *CH* COMBINATIONS.

1.  *p ch*,  *pr*,      
2.         
3.         
4.         
5.         
6.         

In the first 44 Exercises the pupil is directed, by a small capital letter, when to write the letters *l* and *r*, downward. In the subsequent exercises he will apply the rules for writing these letters upward or downward.

EXERCISE 7—UPWARD AND DOWNWARD R.

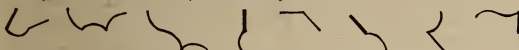
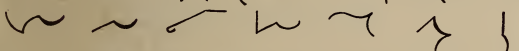
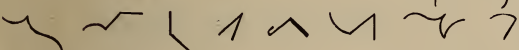

Write the Shorthand letters, and place the longhand after them.

"R, L" indicate the downstrokes, and "r, l" the upstrokes.

1. pr, pR, br, bR, tr, tR, dr, dR, chr, chR, jr, jR.
2. kr, kR, gr, gR, fr, fR, vr, vR, thr, thR.
3. sr, sR, zr, zR, shr, shR, zhr, mr, mR, nr, nR, ngr.
4. lr, lR, rr, rR, wr, yr, hr (*h* up), hR (*h* down).
5. rp, Rp, rb, Rb, rt, Rt, rd, Rd, rch, rj.
6. rk, Rk, rg, Rg, rf, Rf, rv, Rv, rth, rth.
7. rs, Rs, rz, Rz, rsh, Rsh, rzh, Rzh, rm, Rm, rn, Rn.
8. rng, Rng, rl, Rl, rL, Rr, RR, rw, ry.

EXERCISE 8—CONSONANT COMBINATIONS.

(Continued.)

7. 
8. 
9. 
10. 

When the pupil has learned the Vowels and Diphthongs, pages 10 to 16, he should turn back and copy the combinations of letters, called "outlines," in Exercises 6 and 8, insert vowels, and thus make the following words:—

EXERCISE 9.

1. Peach, perry, rope, peer, attach, Tory, right, tire.
2. Cherry, rich, char, coach, carry, rock, car, ark.
3. Review, arrive, ferry, fire, wroth, thorough, rosy, zero.
4. Rush, sherry, sheer, roam, arm, merry, mire, rainy.
5. Arena, narrow, Nore, Laura, lower, oral, rule, rally.
6. Roar, orrery, error, were, yore, higher, hero.
7. January, family, form, death, cape, bier, shop, Monday.
8. Following, ring, York, tyranny, month, reveal, tissue.
9. Unfair, mark, top, reach, web, forty, monthly, match.
10. Ptolemy, Cato, Jacob, Judah, Paul, Mary, Johnny.

2. LONG VOWELS.

There are six simple long vowel sounds in the English language, namely:—

Sound as in			Sound as in		
Sound		Sign	Sound		Sign
1. AH	Pa	⋮	4. AW	thought	⋮
2. EH	may	⋮	5. OH	so	⋮
3. EE	be	⋮	6. OO	poor	⋮

The vowel signs are here placed to an imaginary consonant (t) in order to show that a heavy dot represents *ah*, *eh*, or *ee*, according as it is placed at the *beginning*, in the *middle*, or at the *end*, of a consonant. A short heavy dash, when written in the same places, represents *aw*, *oh*, or *oo*. The order of the vowels may be remembered by saying,

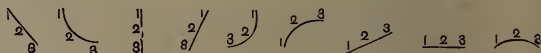
Pa may be thought so poor.

Places of the Vowels.

Vowels that are written at the commencement of a consonant, as *ah*, *aw*, are called *first-place vowels*; vowels that are written at the middle of a consonant, as *eh*, *oh*, are called *second-place vowels*; and vowels that are written at the end, as *ee*, *oo*, are called *third-place vowels*.

When a vowel is placed on the *left* side of an upright or sloping letter, or *above* a horizontal one, it is to be read *BEFORE* the consonant; and when it is placed on the *right* side of an upright or sloping letter, or *below* a horizontal one, it is read *AFTER* the consonant. The vowels' places are reckoned from the commencement of the letter. Compare, in the following diagram, the letters *sh* and *l*.

BEFORE A CONSONANT.



AFTER A CONSONANT.



3. PHONETIC WRITING.

The English alphabet contains but twenty-three useful letters (rejecting *c, q, x = s, k, ks*) to represent the forty-one distinct sounds of the language. The Phonetic alphabet provides a letter for each sound. Write the letters that represent the SOUNDS of any given word; thus,

\ ape, \ pay, .| eat, |. tea, ∪ own, ∪ no.

\ Pa, ∪ Ma, ∪ maw, ∪ law, |_ too, |_ do.

EXERCISE 10—LONG VOWELS.

Write the longhand word after the shorthand; thus,

1. / age, / jay, — — .| | -| | -| — —
2.)). -| | - ((- ∪ ∪ ∪ ∪
3. \ \ ∪ ∪ (-)-). |
4. ∪ ∪ ∪ ∪ ∪ ∪ ∪ ∪

EXERCISE 11—LONG VOWELS.

Write each word first in shorthand, then in longhand.

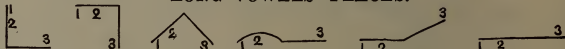
1. Baa, pa, ma, fa, tah (a child's "thank you"), Shah.
2. Eight, Tay, Bey, ache, yea, they, gay, fay.
3. Bee, knee, thee, eve, fee, eel, lea, each, she, pea, ease.
4. Awl, gnaw, daw, jaw, maw, caw, paw, haw (down. *h*).
5. Go, oak, beau, Joe, foe, ope, know, Co. (Company).
6. Loo, too, woo, coo, shoe, pooh!
7. Ape, pay; eat, oat, ought, tea, toe; owed, dough.
8. Chaw, chew; age, jay; eke, key; oaf; oath, though.
9. Ace, say, so, saw, see, ooze; Shaw, show.
10. Aim, may, mow; e'en, own, nay; ail, lay, law, lo.
11. Taw, awed; air, oar, ear; ray, roe, raw.
12. Way, woe, we; ye; hay (downward *h*), hoe, ha!

A Long Vowel between two Consonants.

FIRST and SECOND-PLACE long vowels are written *after* the first consonant; as \square talk, not \square talk; $\overline{\square}$ gate, not $\overline{\square}$ gate; \swarrow rake, not \swarrow rake.

THIRD-PLACE vowels are written *before* the second consonant; as \swarrow team, not \swarrow team; \searrow teach, not \searrow teach; thus,

LONG VOWELS' PLACES.



EXERCISE 12—LONG VOWELS.

Write the longhand word after the shorthand, as in line 1.

1. \swarrow tame, \swarrow beak, \swarrow pall, \square code, \swarrow pool.
2. \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow
3. \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow
4. \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow
5. \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow
6. \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow \swarrow

EXERCISE 13—LONG VOWELS.

1. Palm (*p ah m*), balm, calm (*l* is not pronounced).
2. Shape, shame, faith, bathe, make, fade, date, rage.
3. Beech, cheap, liege, thief, feed, beam, theme, neap.
4. Laud, hawk (write *h* down), tall, talk, ball, balk.
5. Poach, coach, both, comb, toll, foam, coal, joke, loam.
6. Boom, doom, food, move, tomb, poop, tooth, cool.
7. Peep, paid, pair, babe, bake, teach, take; dome, door.
8. Chalk, choke; jail, jeer; keyed, core; game, gore.
9. Folk, fame, fool, fair; vague, vote, veal; thief.
10. Shawl (*sh* and *l* upward), shore, zeal; maim, name.
11. Shoal, loathe, lore; wrote, rogue, wreathe, ream.
12. Weep, weed, ware; yawl, yore; heed, heap, hope.

4. SHORT VOWELS.

Besides the six long vowels already explained, there are six corresponding short vowel sounds in the English language, heard in *pat*, *pet*, *pit*; *not*, *nut*, *foot*. In producing these sounds the positions of the vocal organs are nearly the same as in uttering the long vowels in *palm*, *pate*, *peat*; *nought*, *note*, *food*; the chief difference being that the former vowels are more rapidly pronounced. The slight difference in the quality of sound in these pairs is most evident in *palm*, *pat*; *note*, *nut*.

The short sound of *ah* in *palm* is *ă* (say *ah* quickly) in *pat*.

The short sound of *a* in *pate* is *e* (say *eh* quickly) in *pet*.

The short sound of *e* in *peat* is *i* (say *ee* quickly) in *pit*.

The short sound of *aw* in *nought* is *o* (say *aw* quickly) in *not*.

The short sound of *o* in *note* is nearly *u* (*uh*) in *nut*.

The short sound of *oo* in *food* (say *oo* quickly) is *ŭ* in *foot*.

By *drawling* a word containing a short vowel, the corresponding long vowel will be heard. Compare *pick*, *peek*; *cot*, *caught*.

The short vowels are represented, like the long ones, by dots and short dashes; but they are made light to indicate their short sound, thus:—



Sound	as in	Sign	Sound	as in	Sign
1. ă	that	·	4. ō	not	·
2. ě	pen	·	5. ŭ	much	·
3. ĩ	is	·	6. ö	good	·



The order of the short vowels may be remembered by saying:—

¹That ²pen ³is ⁴not ⁵much ⁶good.

When speaking of short vowels, give them *names* by adding the consonant *t* to them; thus, *at*, *et*, *it*, *ot*, *ut*, *ööt*, in the same manner as the consonants are named by placing a vowel either before or after; thus, “f,” *ef*; “m,” *em*; “p,” *pee*; “v,” *vee*.

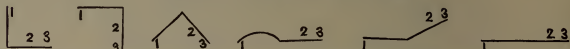
A Short Vowel between two Consonants.

FIRST and THIRD-PLACE short vowels are written in the same position as their corresponding long vowels; as  *tack*,  *tick*.











SECOND-PLACE short vowels are written *before the second consonant*; as  *get*,  *wreck*.

Compare these words and the following diagrams with those on page 12.





























































SHORT VOWELS' PLACES.



Notice the positions of the vowels in the following words:—

 *lad*,  *lade*,  *led*,  *lead*,  *lid*.
 *wrought*,  *rot*,  *wrote*,  *rut*,  *root*.

EXERCISE 14—SHORT VOWELS.

1.          
2.          
3.          
4.          
5.          
6.          

EXERCISE 15—SHORT VOWELS.

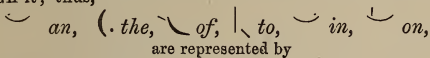
1. Lack, tap, Jack, pad, bat, bag, pap, cap, chap, lap, lad.
2. Peck, dell, keg, head, Ned, web, ledge, red.
3. Dig, tick, pig, nib, pith, pill, riLL, ditch, chip, big, dip.
4. Pock, mock, knock, chop, dot, Tom, nod, top, lodge.
5. Tuck, touch, Dutch, duck, dumb, jug, gum, thumb.
6. Pull, fuLL, shook, book, look, nook, rook.

LONG AND SHORT VOWELS.

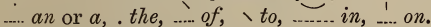
7. Bought, boot; ball, bull; wrought, root; talk, took.
8. Paul, pool; felly, fool; pack, pick; back, beak; lad, lid.
9. Calm, cam; rat, writ; ram, rim; boat, butt; wrote, rut.
10. Bate, bet; bake, beck; date, debt; pore, purr; fade, fed.
11. Funny, baby, ruby, mercy, shady, woody, cockney.
12. Yellow, bellow, fellow, mellow, hollow, holy, halo.



5. GRAMMALOGUES.

With two exceptions, *and*, *he*, every frequently-occurring word, such as *a*, *the*, *of*, *to*, is expressed in shorthand by ONE OF ITS LETTERS, which is generally written ON the line, but sometimes ABOVE or THROUGH it; thus,











 are represented by



Such words are called Grammalogues, or *letter-words*. *And* is represented by a short, slanting, light stroke, written upward and ABOVE the line; thus,  and not by its vowel dot *a*, which represents the article *a* or *an*. *He* is represented by a short, upright, heavy stroke, written ON the line; thus,  and not by its vowel dot, which represents the frequently-occurring article *the*.

EXERCISE 16.

 *a* or *an*,  *the*,  *of*,  *to*,  *in*,  *on*,  *and*,  *he*.

The Grammalogues are to be written out before beginning the following Exercise, which should be written several times, until the pupil can write it NEATLY (100 words) from dictation in ten minutes. The Grammalogues are printed in *italic*. Copy the Exercise in longhand, on alternate lines, and place the shorthand character under each word.

1. *The* tug boat may leave early, *and* Tom ought to be *in* the ship. 2. Ask Tom to pay *the* bill, take *a* cab, *and* go to the dock. 3. If we take *the* road to the dock, we may get *on* the pier, *and* *in* the boat. 4. See! *the* boat may leave ere we reach *the* pier, *and* appear afar off, *a* dot *on* the calm sea. 5. Do move *on* the mare, *and* we may catch it. 6. We ought to make much *of* Tom: *he* may make *a* jolly tar, *and* come back *a* tall, big fellow: may it be so.

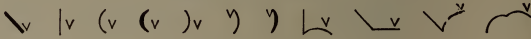



6. DIPHTHONGS.

The double vowels, or diphthongs, heard in the words *ice*, *owl*, *boy*, are represented by small angular marks, *ū* in *due* by a small curve, and the triphthong *wī* by a small right angle; thus,

I ^v as in my. OW [^] now. OI ¹ oil. U [^] new. WI [⊥] wide.

I, *ow*, and *wī* may be written in the first, second, or third place in vocalizing words, as may be convenient: *ū* is written in the third position, and *oi* in the first. *I* and *wī*, when commencing words, are joined to the first consonant.

EXERCISE 17.

1. 
2. 
3. 
4. 
5. 
6. 
7. 

EXERCISE 18.

1. Pie, buy, tie, die, thigh, thy, sigh, ice, eyes.
2. Shy, my, nigh, lie, pipe, type, tide, time, chime, lime.
3. Fire, five, tire, ripe, ride, hide, mile, mire, knife, right.
4. Bough, out, vow, owl, allow, pouch, couch, cowl, foul.
5. Boy, boil, toy, toil, coy, coil, oil, foil, annoy, use, sue.
6. Pew, due, cue, few, view, mew, your; widely, wider.
7. Chide, chid; pile, pill; file, fill; pike, pick; cure, cur.

Also copy in shorthand and longhand the words in Exercises 6 and 8. Write the consonant outline of each word without lifting the pen, and then insert the vowels.

EXERCISE 19.

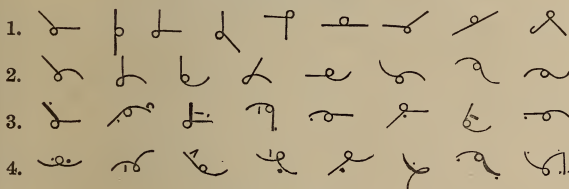
^v
 --- I, ~ you, \ be, | it,) was, \ have.

1. Tom was in time, and we saw the ship go out on the voyage. 2. She may reach China by July, and likely enough may be back in time to allow Tom to share the Yule Tide fare and fire. 3. I have now to leave you: I may write to you ere long. 4. Use your eyes in a right way; use your time also in a right way, and so make it of value to you. 5. Live a life of purity, and so die a calm death.

7. Additional Sign for S and Z.

In addition to the curved strokes)) for s, z, these letters are also represented by a small circle o. Between two straight consonants forming an angle, it is written *on the outside of the angle*. When joined to a curve it is written *on the inside of the curve*. A vowel cannot be written to the circle s, it can be written only to a STROKE consonant, as in the words *bask, resume*, etc., lines 3 and 4.

EXERCISE 20.









EXERCISE 21.


1. Ps t, ps f, ps th, ps m, ps n, ts k, ts m, chs t, chs n.
2. Ks t, ks m, ks n, fs t, fs n, mst, msk, msl, ns t, nsk.
3. Wsp, wst, ws n, rst, rsp, rs n, rsm, ksp, rsl v.
4. Opposite, upset, opossum, passage, pacify, beset, bestow.
5. Beseech, besom, task, tacit, extensive, dusty, design.
6. Dismay, chasten, cask, excite, oxide, oxen, gasp, gusty.
7. Physic, vista, visit, inside, answer, music, wasp, hasp.

8. Initial S Circle.

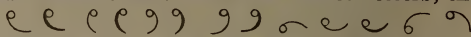
S is prefixed to straight letters by making a small circle on the RIGHT side of *p, t, ch*; ABOVE *k*; and on the LEFT side of an upstroke; thus,












sp, sb; st, sd; sch, sj; sk, sg; sr;

as in  *spy*,  *seed*,  *such*,  *siege*,  *soak*.

Observe that the circle *s* at the beginning of a word is read first, that is, BEFORE THE VOWEL; thus,  is *sap*, not *asp*.

S is written on the INSIDE of curved letters; thus,









sf, sv; sth, sth; ss, sz; ssh, szh; sm; sn, sng; sl; sr;

as in  *safe*,  *save*,  *south*,  *seize*,  *seem*,  *seen*,
 *snow*,  *sing*,  *slay*,  *sir*.










EXERCISE 22.

1. Soap, soup, spy, stay, stow, seed, sawed, siege, sage.
2. Sake, seek, safe, sieve, soothe, size, Sam, psalm, sown.
3. Sign, soon, snow, sale, soul, seal, slow, slew, soar, sear.

Initial SW Circle (named *sway*).

The double consonant *sw* is represented by a LARGE INITIAL circle; thus,  *sweep*,  *sweet*,  *swim*,
 *sware*,  *swan*. *Sw*, not joined to another consonant, is written  as  *sway*.

Initial ST Loop (named *stee*).

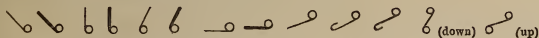
A loop half as long as a consonant, represents *st*. It is used initially thus,  *stop*,  *state*,  *stage*,  *stick*,
 *stuff*,  *stem*,  *stall*,  *store*,  *story*.

EXERCISE 23.

1. Steam, step, steep, stoop, stab, statue, statute, staid.
2. Stitch, stag, stake, stock, staff, stiff, stave, stem.
3. Stall, stool, stare, store, steer, starry, story.
4. Swore, swell, swelling, swathe, swig, swoop, switch.

9. Final S Circle.

S or *z* is affixed to straight letters by making a small circle on the RIGHT side of *p*, *t*, *ch*; ABOVE *k*; and on the LEFT side of an upstroke; thus,

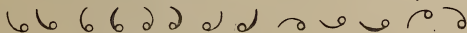


ps, bs; ts, ds; chs, js; ks, gs; rs; ws, ys, hs, hs;

Circle *s* at the end of a word is read last, that is, AFTER THE VOWEL,

as in *pace*, *ebbs*, *tease*, *adds*, *chase*,
ages, *case*, *gaze*, *rise*, *wise*, *house*.

S is written on the INSIDE of curved letters; thus,



fs, vs; *ths*, *ths*; ss, zs; shs, zhs; ms, ns, ngs, ls, rs,

as in *face*, *vice*, *oaths*, *essays*, *nose*.

Ss, medial or final, is written by a double-sized circle;

as *necessity*, *chases*, *exercise*.

Final ST and STR (named *ster*) Loops.

A final loop half as long as a consonant represents *st*, and a loop two-thirds as long represents *str*; thus,

past, *poster*; *tossed*, *toaster*; *cast*,
castor; *fast*, *faster*.

S may be added to these loops, and to the double *s* circle; as *posts*, *festers*, *exercises*.

EXERCISE 24.

1. Apes, base, eats, oats, tease, days, juice, cause, keys.
2. Oaks, gaze, goose, face, thaws, shows, alms, mace.
3. Neighs, nose, niece, awls, lace, laws, ears, rose, race.
4. Best, boaster, taste, toast, dust, chest, jester, just.
5. Coast, ghost, kissed, feast, vast, lost, most, muster, west.
6. Nests, vests, lasts, rests; excessive; paces, races.
7. Foster, duster, lustre, roaster, pastors, masters.

EXERCISE 25.

° *as, has,* ° *is, his,* ---- *all,* ---- *can.*

1. Sin is the cause of the loss of souls. 2. Cease to do ill; seek to do right. 3. He says he can see Sam as he passes his house on his way to the races. 4. We have all seen the sun rise, and now we have seen it sink in the west. 5. Alas! how sad it was to lose the view so soon. 6. A store is no sore.

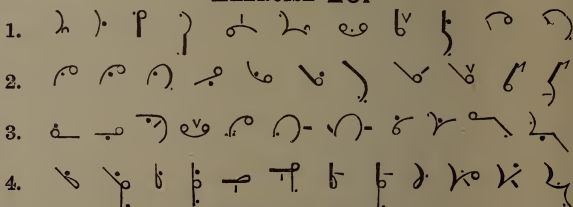
Distinction between Circle S and Stroke S, and between Loop ST and S T.

The circle *s* is generally used. The stroke *s* is used:—

1. When *s* is the only consonant in a word; as *ace*, *sigh*. 2. When a word begins with a vowel followed by *s*; as *ask*, *essence*; or ends with *s* and a vowel; as, *pussy*. 3. When two vowels occur after initial *s*, or before final *s*; as, *science*, *pious*. 4. In words like *society*, *possess*, *possesses*, *Cæsar*.

When a word begins with the sound of *z*, the stroke letter is used.

EXERCISE 26.



EXERCISE 27.









1. If I ask you to pursue the science of botany, it is because some day you may have to use it in this office. 2. Zeal is necessary to success in any cause. 3. It is nice in the sunny days to Listen to the joyous buzzing of the busy bees on the wing to daisy banks and meadows fair.

10. INITIAL HOOKS.







(*Learn the Seven Double Consonants, page 4.*)



Initial Hook, adding R.



A small hook prefixed to the left-hand side of a straight downstroke, or under a horizontal, adds *R*; thus,









       
pr, br; tr, dr; chr, jr; kr, gr.

It is written on the inside of curves; thus,

  () ()  
fr, vr; thr, thr; shr, zhr.









 mr,  mpr or mbr.





 nr,  ngr [ng-gr], or nkr [ng-kr].

The forms   with their heavy strokes are not required for *rr*, *sr*, etc., and are therefore appropriated to *fr*, *vr*, *thr*, *thr*, as duplicate signs for convenience in joining. These forms are used thus:—When a word containing no other consonant than *thr*, *fr*, or *vr*, commences with a vowel, write the left-hand curve; thus,  *ever*,  *ether*,  *either*. But when *fr*, *vr*, or *thr* commences a word—use the right-hand curve; thus,  *v fry*,  *throw*,  *three*.








Initial Hook, adding L.

A small hook prefixed to the right hand side of a straight downstroke, or on the upper side of a horizontal, and a large hook on the inside of curves, adds *L*; thus,

       
pl, bl; tl, dl; chl, jl; kl, gl.

   (down)  (up)
fl, vl; shl, shl.

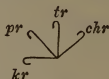
 ml,  nl.

When speaking of these double consonants give them monosyllabic names; thus,  should not be called *tee*, *ar*, but *ter*;  *per*;  *tel*,  *pel*,  *wel*, etc. A distinction is thus made between *p*, *l*, pronounced as two letters, and *pl* pronounced as one. The former would mean  the latter 

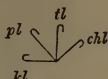
PR and PL Hooks.—If the Right hand be held up, with the first finger bent, the outline of *tr* will be seen; and if the Left hand be held up in the same way, the outline of *tl* will be seen. By turning the hand round in the following positions, the following double consonants of the *pr* and *pl* series will be formed.



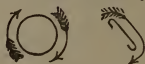
R



L



FORWARD MOTION, R.



BACKWARD MOTION, L.



EXERCISE 28.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

EXERCISE 29.

1. Prow, upper, tray, utter, dry, drew, pauper, knocker.
2. Apple, plea, people, pupil, brew, breath, broom, bring.
3. Fibre, robber, blow, table, double, battle, fiddle.
4. Cudgel, clear, pickle, globe, bugle, Peter, crumble.
5. Debtor, adder, drop, leader, preacher, pusher, fisher.
6. Pleasure, comer, calmer, banner, manner, canker.
7. Flap, flesh [*sh* up], baffle, trifle, flung, hopeful.
8. [Write *shl* up] bushel, official, martial, partial, initial.
9. Penal, funnel, personal [*pr*, circle *s*, *nl*], penalty, venal.

EXERCISE 30.

In the following words select that *fr*, *vr*, *thr*, which joins best with the preceding or following letter: "l" means left-hand curve, "r" right.

1. Friday *l*, frail *r*, freak *r*, froth *l*, frame *r*, proffer *r*.
2. Wafer *r*, favor *l*, leather *r*, mover *r*, throb *r*, Arthur *r*.
3. Brother *r*, bather *r*, fresh *r* [*sh* down], gather *r*, rather *r*.
4. Frank, Africa, freckle, friar, frugal, frill, fresco.
5. Father, Jeffry, mother, diver, lather, river.
6. Virtue, vernal, thermal [*thr m l*], thirty, frailty.

EXERCISE 31.

but, who, / which, / are, our,) shall,
 (for,) their, there.

























1. Our teacher, who has an acre of apple and plum trees on his farm at Bray, has promised to take us over there as soon as he can. 2. We are free to gather a couple of measures of apples for father and mother, but we shall do wrong if we break off the branches or throw stones at the trees. 3. Flora Gray can gather a bushel for their people; she is the daughter of our neighbor.

4. There is a river which flows for ever,

And the flowers which bloom on its banks
 Grow bright as they glitter in grateful endeavor
 To vie in a perfume of thanks.

EXERCISE 32.


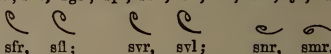
(On the Double Consonants, page 4.)











1.        
2.        
3.        



4. Whisk, qualm, anguish, lamp, ambush [*sh* down].
5. Feeler, well, wall, wool, woolly, while, awhile, Willie.
6. Whether, quick, Guelph, damp, nailer, equip, wile.



Circle S added to an Initial Hook.




S is prefixed to the *pr* and *pl* series of straight letters and to *kw*; thus,










 spr, sbr; str, sdr; skr, sgr; spl, sbl; stl, sdl; schl, sjl; skl, sgl, skw;

 sfr, sfl; svr, svl; snr, smr.

as in  *supper*,  *spree*,  *sober*,  *stray*,  *sucker*,
 *screw*,  *supple*,  *settle*,  *sickle*,  *squire*.



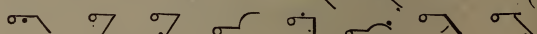
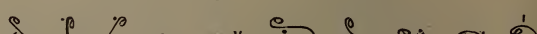
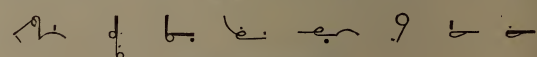
(The forms   not being required in the *spr* series, represent *h*.)

Sw precedes the *pr* series thus;  *sweeper*,  *sweeter*.

The initial *st* loop is prefixed to the *pr* series thus,
 *stopper*,  *stouter*,  *stoker*.

When an *r* or *l* hooked letter follows the circle *s* in the middle of a word, the hook must be shown; thus,
 *extreme*,  *possible*,  *disciple*,  *pastry*;
 but when *spr*, *str*, or *skr* follows a STRAIGHT LETTER in the same direction,  *prosper*,  *destroy*,  *execrable*, may be written. Write *t skr*, *d skr*, thus,  *describe*.

EXERCISE 33.

- 
- 
- 
- 
- 

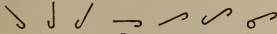
EXERCISE 34.

- Supper, sapper, Cyprus, sprinkle, springe, sobriety.
- Stress, strange, distrust, struggle, stripe, strong, cider.
- Screw, scrap, scrimmage, scribble, scraper, scrivener.
- Supply, sable, sidle, suffer, sooner, squabble, squall.

II. FINAL HOOKS.

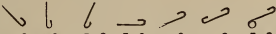
Final hook, adding N to straight letters.

A small hook at the end, on the *LEFT* side of a downstroke, *UNDER* a horizontal, or on the *RIGHT* side of an upstroke, adds *N*; thus,

 pn, tn, chn, kn, rn, wn, hn.


Final hook, adding F or V to straight letters.

A small hook at the end, on the *RIGHT* side of a downstroke, *ABOVE* a horizontal, or on the *LEFT* side of an upstroke, adds *F* or *V*; thus,

 pf, tf, chf, kf, rf, wf, hf.





Final Hook, adding N to Curves.

A small hook at the end of a curve adds *N*; thus,

 fn, vn, thn, thn, sn, zn, shn, zhn, mn, mpn, nn, ngn, ln, rn.





There is no *f* or *v* hook to curved letters.

Final Shon [-tion] Hook.

A large final hook represents the termination *-tion*; thus,  *passion*,  *auction*,  *cushion*,  *fashion*.

After a straight stroke write the *-tion* hook on the side opposite to the vowel sign. These hooks may be used medially when they give easy joinings.

EXERCISE 35.

- 
- 
- 
- 

EXERCISE 36.

- Pain, plain, pun, blown, bun, brain, town, deign, train.
- Drone, chin, bean, crown, cone, join, cane, grain, glean.
- Fine, vine, even, thine, shine, ocean, man, noon, lane.
- Puff, proof, beef, brief, bluff, tough, trough, deaf.
- Chafe, chaff, calf, cough, cuff, cliff, grief, grave, reef.
- Hoof, huff, waif, turf, tariff, drive, derive, roof.
- Fusion [write *z* inside the hook], nation, ovation.
- Admission, tension, donation, lotion, eRasion.

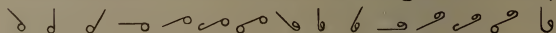
EXERCISE 37.

— care, ˘ from, ˘ very.

1. We took the down train from town at nine o'clock, and our run over the iron way to the ocean, though brief, was very enjoyable. 2. There was some rain in the early morn, which gave a freshness to the green turf and trees. 3. It was fine fun to dine on the reef by the high cliff. 4. There was a sudden rise of the tide, which caused much commotion [*k*, *m*, and *tion* hook] and some fun; for the invasion of a big wave forced us to run for the shore. 5. If we have occasion to go there again, we shall take care to keep above the action of the surf, away from the sea.

Circle S added to a Final Hook.

S is added to the final hook of a straight letter thus,



pns, tns, chns, kns, rns, wns, hns; pfs, tfs, chfs, kfs, rfs, wfs, hfs; t-tions

as in ˘ pains, ˘ tones, ˘ chains, ˘ coins, ˘ once,

˘ puffs, ˘ doves, ˘ coughs, ˘ waves, ˘ passions.

S is added to a final *n* or *-tion* hook after a curve, thus,

˘ feigns, ˘ veins, ˘ visions, ˘ shuns, ˘ means.

Ss is joined with the *n* hook after a straight letter, thus, ˘ chances; but *ss* cannot be written inside a hook.

The final *st* and *str* loops when added to a straight consonant on the *n* hook side represent *nst*, *nstr*; thus, ˘ canst, ˘ against, ˘ punster.

EXERCISE 38.

1. ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘
2. ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘ ˘

EXERCISE 39.

1. Pence, beans, tunes, plains, spoons, brains, blains.
2. Fines, feigns, means, nouns, lanes, lines, earns.
3. Doves, chiefs, cuffs, calves, caves, gloves, waves, serves.
4. Pounces, prances, bounces, dances, chances, glances.
5. Instances, distances, trances, cleanses, princes.
6. Lances, offences, balances, romances, excellences.
7. Danced, chanced, pounced, dispensed, spinster.

EXERCISE 40.




— call, — him, — mere, — more.

1. Some scribe has said, Man is like a mere straw upon the stream of time, swayed by the supreme force of the tide. 2. But no man is a mere cypher. 3. We ought rather to call him a strong swimmer, able to strike out against the waves. 4. Only he who struggles against the tide may hope to succeed. 5. The lazy man will receive more cuffs than pence. 6. Wise men turn their faces against such silly notions as chance and luck.

A Final Hook and a Final Vowel.

A final hook should be used when it represents the last sound of a word; as, — men, — calf; but when a word ends with a vowel, the preceding consonant must be written by a stroke letter; thus, — many, — coffee.

EXERCISE 41.

1. 
2. 
3. 

4. Bone, bony; spoon, spoony; puff, puffy; Jane, Jenny.
5. Cone, coney; gun, agony; fan, Fanny; vain, avenue.
6. Man, many, manna, money; rave, review; rain, rainy.
7. Buff, bevy; nine, ninny; pansy, irony, renew.

12. THE ASPIRATE.

H is represented by—1. The alphabetic character *h* written downwards; as *h* *Hugh*, *h* *hawk*, *h* *hag*.

2. By the alphabetic sign *h* written upward, when it joins more conveniently; as *h* *hero*, *h* *honey*.

3. By a tick [the lower part of *h*] before *r* downward, *l* upward, *s*, *z*, *m*, *mp*; as *h* *here*, *h* *hail*, *h* *hiss*, *h* *hymn*, *h* *hemp*.

The downward *h* is reduced to a tick (made smaller) before *s*, *m*, *l*, *r*.

4. By a dot before a vowel; as *h* *happy*, *h* *half*.

EXERCISE 42.

1. *h* *h* *h* *h* *h* *h* 2. *h* *h* *h*
3. *h* *h* *h* *h* *h* *h* *h* *h* *h* *h* *h*
4. *h* *h* *h* *h* *h* *h* *h* *h* *h* *h* *h*

EXERCISE 43.

- Hay, haw, hawk, aha, hook, hog.
- Hop, hob, hod, hobby, heady, haughty, house, heave.
- Hireling, hill, Huss, hose, harness, howl, hum, homely.
- Loophole, forehead, blockhead, neighborhood.








EXERCISE 44.



The small figures refer to the above four methods of writing h.





1. He who hath⁴ health³ is rich. 2. Hope² can heal³ many a woe. 3. Happiness⁴ is more often the prize of the humble³ than the haughty.² 4. To heap² up wealth is to roll a huge² stone up a high¹ hill.³ 5. Pleasure's best hack¹ is the hobby² horse,³ for he will go the whole³ journey of life. 6. The hasty³ man's house² is the home³ of regret.






- Hark,³ I hear³ an angel sing,
Hail,³ Thou Holy² Lord and King!





13. Upward and Downward L and R.





Initial R.—When *r* is the first consonant in a word, it is written downward if preceded by a vowel, and upward if not preceded by a vowel; as  *air*,  *array*,  *era*,  *arrow*,  *ark*,  *ray*,  *rake*.

To avoid an inconvenient joining, *r* is written upward in  *earth*,  *origin*, and a few other words.





































Final R.—Write final *r* downward when no vowel follows, and upward when a vowel follows; as  *car*,  *carry*. After a straight upstroke, *r* is written upward; as,  *rare*,  *wore*.

Initial L is generally written upward; but if preceded by a vowel and followed by a horizontal consonant (*k, g, m, mp, n, ng*) the *l* is written downward; thus,  *like*,  *alike*,  *lamb*,  *elm*,  *alembic*.

Final L is generally written upward; but after *f, v, kw, sk*, and the upstrokes *r, w, y, h*, it is written upward if followed by a vowel, and downward when it ends a word. After *n, ng*, the *l* is written downward; as  *only*,  *annual*,  *kingly*,  *wrongly*.

When *l* is written downward, and *sh* upward, the vowels' places are reckoned accordingly; as  *alum*,  *alpha*,  *ash*,  *fish*.

EXERCISE 45.

1.         
2.         
3.         
4.         

EXERCISE 46.*Upward R.*

1. Rate, read, roam, rainy, ring, redeem, rank.
2. Rack, rod, rim, red, ready, ruddy, repeal, reach.
3. Rub, ruby, rash, rich, ridge, rear, rebel, retail.

Downward R.

4. Airy, ere, err, or, error, arrear, ire, your, arm.

EXERCISE 47.*Upward and Downward L and R.*

1. Ear, ray, arm, army, ram, oral, rush, earth, earthly.
2. Pare, perry; bar, barrow; tore, Tory; door, dairy.
3. Bear, berry; four, furry; jar, jury; quire, query.
4. Dare, deary; tear, Terry; mayor, Mary; scale, sickly.
5. Char, chary; jeer, Jerry; jar, Jarrow; share, sherry.
6. Fall, follow; full, fully; file, filly; vale, valley.
7. Fell, fellow; fowl, fallow; vile, villa; veal, volley.

EXERCISE 48.

1. Row, raid, rap, wreak, wreath, wreathe, ore, array, era.
2. Pore, tarry, mire, morrow, leer, fear, ferry, furrow.
3. Rope, rang, lamb, lamp, limb, limp, loom, lump.
4. Foil, fool, fail, vail, reel, roll, roller [*lr*], ruler.

EXERCISE 49.




1. Come for a long ramble by the river, where the stream runs through the tall rushes to the weir. 2. As we go along we can gather flowers from the rich rank grass, or berries from the briars. 3. We must return early, and I will pay the man the fare to row us over the ferry. 4. We may then have time to tarry awhile [*wh* and downward *l*] at the door of the dairy and taste the famous perry which lame Allan [downward *l*, and stroke *n*] makes from pears. 5. The rest alone will refresh us; and if those jolly fellows, Luke and Aleck, have come in from the village, we may rely upon the brown mare to carry us home in the trap.

- T* or *d* is expressed by halving either a thin or thick consonant:—

(b) In words of one syllable with a final hook, or circle added to a hook; as ʒ *paint* or *pained*, ʒ *spent* or *spend*, ʒ *paved*, ʒ *plant* or *planned*, ʒ *trained*, ʒ *drift*, ʒ *drafts*, ʒ *plants*, ʒ *tents* or *tends*.

EXERCISE 53.

- When a letter with a final hook is shortened, the hook must be read BEFORE the *t* or *d* which has been added; as p^{hook} *pain*, p^{hook} *paint* or *pained*, p^{hook} *pains*, p^{hook} *paints*, i^{hook} *inclined*, p^{hook} *puffed*, d^{hook} *draft*, o^{hook} *occasioned*.

When a word ends in *nt* or *nd*, use the *n* hook and halve the preceding consonant, except it be circle *s*; as, *lent* *ℓ* not , *find* *ℱ* not , *stand* *ℙ* not 

The following order is uniformly observed in the consonantal elements of all words in which the halving principle is applied.








































1. The initial circle or loop is to be read first. 2. Then the stroke letter (with or without initial hook). 3. Next the final hook. 4. Afterwards the *t* or *d* added by halving. 5. And lastly, the circle *s*, or loop *st*, thus:—













1 2 4 5	1 2 3 4 5	1 2 3 4 5	2 3 4 5
ℓ s..p..t..s;	ℱ st..d..n..t..s;	ℙ s..pl..n..t..s;	ℬ t..f..t..s.
spots	students	supplants	tufts

The curve underneath shows that no vowel can be inserted between these consonants.

EXERCISE 54.

Read either T or D, as is required by the sound of the word.

1.             
2.             
3.             

A half-length stroke must not be joined to another letter unless there is an angle between them. Write  *fact*,  *cooked*,  *dated*; not  *fact*,  *cooked*,  *dated*. In the latter case it is impossible to decide whether  (intended for *f*, *kt*) is *f* made too long, or *f*, *k* made too short; whether  (intended for *k*, *kt*) is *k*, or *k k*; and whether  is *d* or *dt*. Such outlines as  *arrived*,  *afford*,  *declared*, are allowed.

EXERCISE 55.

1. Piped, propped, bribed, cooked, quaked, cracked.
2. Effect, fact, affect, evict, vacate, lacked, looked, locate.
3. Select, slacked, afflict, judged, reared.
4. (*Take off the pen.*) Trotted, traded, dated, dotted.
5. Dreaded, doubted, edited, situated, entreated.
6. Prostrated, frustrated, illustrated, treated, devastated.
7. Necessitated, credited, meditated, instituted (*n stt td*).

EXERCISE 56.

1. Plate, blade, bread, straight, sprite, spite, spout.
2. Dread, clot, crate, secret, fruit, threat, throat, wait, wilt.
3. Point, pant, pond, band, bound, tent, taint, dined.
4. Dawned, plant, print, blind, brand, Trent, strained.
5. Drowned, chant, joined, account, cant, gained, grant.
6. Faint, fount, thinned, mount, mountain, fountain.
7. Endowment, excitement, parent.
8. Craft, croft, cleft, gift, tuft, reft, raft, errand, gland.
9. Paint, pained; tent, tend, attained; lent, lend.
10. Pound, kind, find, found, friend, mind; bonds, bounds.
11. Drifts, tufts, funds, offends, invents, assents.
12. Between, beautiful, doubtful, rapid, habit, alphabet.

EXERCISE 57.

/(up) should, --- that, (without, ---- not, < great.

1. A friend in need is a friend indeed: who has not found it so?
2. Bad thoughts may lead to bad deeds.
3. Great trout are not caught in little ponds.
4. A gift horse should not be looked in the mouth.
5. It is an ill wind that blows nobody good.
6. A fool's bolt is soon shot.
7. Waste not, want not.
8. An ounce of fact is worth a pound of fiction. [Write the hook *shon* under *k*.]
9. A little vessel is soon filled.
10. Kind acts should not prate.
11. The pitcher that went oft to the well got cracked at last.
12. Do good by stealth, and blush to find it fame.
13. Rather sleep without supper than rise in debt.

15. W and Y Series of Diphthongs.

W and Y prefixed to the six simple vowels, both long and short.

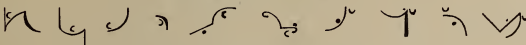

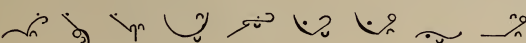
When *w* or *y* is followed by a vowel, a diphthong is formed, which is represented by a sign in the same position as the simple vowel; thus, $\dot{\mid}$ *ah*, with *w* becomes $\dot{\mid}$ *wah*, and with *y* $\dot{\vee}$ *yah*; *aw* with *w* becomes $\dot{\vee}$ *waw*, and so on.

W Series :— $\dot{\mid}$ *wah*, $\dot{\vee}$ *weh*, $\dot{\vee}$ *wee*, $\dot{\vee}$ *waw*, $\dot{\vee}$ *woh*, $\dot{\vee}$ *woo*.

Y Series :— $\dot{\vee}$ *yah*, $\dot{\vee}$ *yeh*, $\dot{\vee}$ *yee*, $\dot{\vee}$ *yaw*, $\dot{\vee}$ *yoh*, $\dot{\vee}$ *yoo*.

The same signs written LIGHT represent *w* and *y* prefixed to the SHORT vowels.

EXERCISE 58.

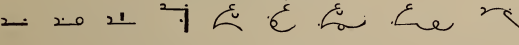
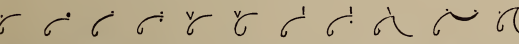
1. 
2. 
3. 

Waw, *wö* may be joined to *k*, upward *r*, *tr*, *chr*, *shr*; as $\dot{\mid}$ (*waw k*) *walk*, $\dot{\vee}$ *warn*, $\dot{\vee}$ *water*, $\dot{\vee}$ *washer*.

The sign $\dot{\vee}$ may be joined to *k*, *g*, *m*, and $\dot{\vee}$ to *l* (down), at the beginning of a word, to represent *w* only; as, $\dot{\mid}$ *wk*, $\dot{\vee}$ *wm*; thus, $\dot{\mid}$ *wake*, $\dot{\mid}$ *week*, $\dot{\vee}$ *wagon*, $\dot{\vee}$ *woman*, $\dot{\vee}$ *women*, $\dot{\vee}$ *William*.

The dissyllabic diphthong *ee-a*, *ee-i*, or *ee-u*, is written $\dot{\vee}$ third position; as in $\dot{\vee}$ *real*, $\dot{\vee}$ *seeing*, $\dot{\vee}$ *museum*.

EXERCISE 59.









1. 
2. 
3. Waxen, wake, week, weakness, wakeful, wall, wail.
4. Way, whey, whack, whang, Whig, whisk, whistle.
5. Warm, warmer, wallow, willow, woollen, walker.

EXERCISE 60.

c when, > would, ----- with, ----- what, o first.





















1. When the first twenty miles of railway were laid in India, in the eighteenth year of the reign of Queen Victoria, the area of British India was over one million square miles. 2. Since that period other portions of Asia have been annexed, and the navy has carried on his work with so much industry that there are now few great cities that have not a railway station. 3. With what enthusiasm would the old Directors (*dr k trs*) of India have hailed this boon to the country!

16. Vocalization of the PL and PR Series.

A dot vowel may be expressed between the two letters of one of these double consonants commencing with a hook, by writing a small circle BEFORE the consonant for a *long* vowel, and AFTER the consonant for a *short* vowel; thus,  *parlor*,  *chairman*,  *German*. Write the stroke vowels THROUGH the consonant; as  *torment*,  *course*,  *school*; or at the beginning or end; as  *child*,  *figuration*.

Outlines that require this method of vocalization seldom occur.






EXERCISE 61.

1.          
2.          

1. Till the time of Beau Nash, Bath had been dormant and cheerless, but the arrival of Nash acted like a charm. 2. His will was paramount. 3. He made laws with respect to the duties of chairmen and the garments of the rich. 4. Nash's body was interred in the Abbey church.

17. Prefix CON or COM, and Affix ING.





The prefix *con* or *com* is expressed by a light dot at the commencement of a word thus, *contest*, *combine*.

The affix *ing* is a light dot at the end of a word; thus, *eating*; *ings*, a short dash / \ as *turnings*. Write the stroke  or  when it is more convenient; as *rising*, *facings*. The final dot *ng* is not used in monosyllables. Write  *king*,  *long*,  *wing*, etc.

EXERCISE 62.

1. Speaking without thinking is shooting without aiming. 2. Confidence is the companion (hook *n* after *p*) of success, and the soul of commerce (*k mrs*). 3. Concealing faults is but adding to them. 4. Cloudy mornings (dash *ings*) often bring clear evenings (stroke *ngs*). 5. Consider both what is fit to be said, and when to say it. 6. Conceit (dot *con* and circle *s* and stroke *t*) is the sign of a weak mind.

18. STOPS.

A full stop is marked in Phonography by a small cross \times and a dash by  All other stops and signs are written in the usual way. A capital letter, to distinguish a proper name, is shown thus:—, ,  *Brown, Jones and Robinson*. Figures are written in the ordinary way. Exclamations, 'Ah! . Eh? ' O, Oh!

EXERCISE 63.

The pupil has now learned 43 Grammalogues: the full list for the Learner's Style, as given on the next page, is 56. Commit to memory the remaining 13 words and then copy the following list, placing the shorthand sign or logogram before each word.

See Grammalogues (page 38). Above the line. What, with, as, has, I, all, and, on, of, a, an, not, in, that, can, short, nor, more, cannot, call. On the line. When, would, you, first, is, his, who, could, should, but, to, the, shall, thing, was, think, them, have, give, given, be, are, which, it, there, their, dear, near, mere, from, for, he, told, great, care, him, very, will, without. Through the line. Put, our.

19. LIST OF GRAMMALOGUES.

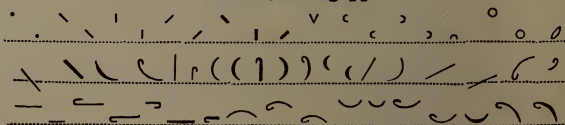
The student has already learned most of the following Gramma-logues. They are given in alphabetic order in this list for the convenience of reference. Words marked (1) are written *above* the line; words marked (3) *through* the line; the others rest *on* the line.

--- a, an (1)	∪ for	--- nor (1)	(think
∖ all (1)	∪ from	--- not (1)	∖ to
∕ and (1 up)	— give-n	∖ of (1)	↑ told
∕ are (up)	— great	∪ on (1)	∪ very
o as, has (1)	∪ have	∖ our (3)) was
∖ be	he	∖ put (3)	∪ what (1)
but	(him	∪ shall	c when
— call (1)	v I, eye (1)	∪ short (1)	/ which
— can (1)	— in (1)	∕ should (up)	∕ who
∪ cannot (1)	o is, his	(that (1)	(will
— care	it	. the	c with (1)
— could	∪ mere) the ^{ir}	(without
↑ dear	— more (1)	(them	∪ would
o first	∪ near	∪ thing	∪ you

Logograms, or Word-Letters.

To be read and copied by the pupil. Write the word in longhand after each shorthand sign.

EXERCISE 64.



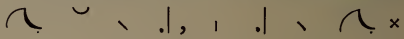
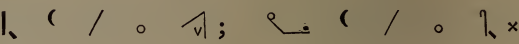
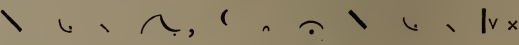

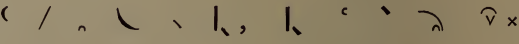


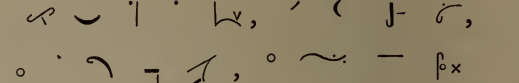
20. SHORTHAND EXERCISES.

EXERCISE 65.



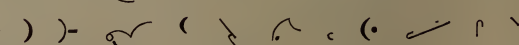
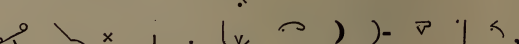
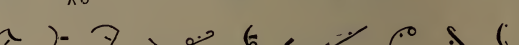


The following Exercise contains all the Grammalogues on page 38. *My* and *me*, in the following Exercise, and a few other words in the subsequent pages, are written above the line to prepare the writer for the Corresponding Style, in which these words will become Grammalogues in the first position.

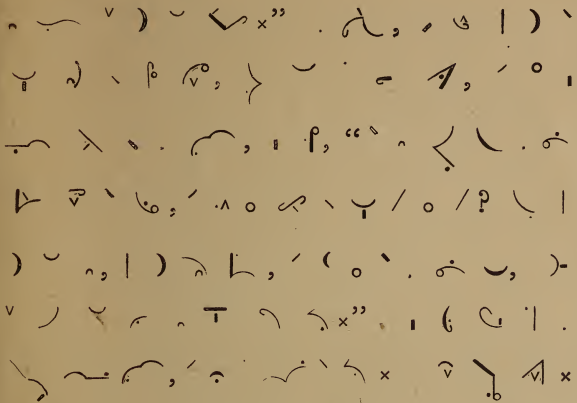
v l A, n c l, r, y ' n / s l x
 . f - ' . y > - y. u 6.
 2 c x n / p (' - - , ' u \ o ' \ ' ,
 v c (s (x) - o a - u . " y ,"
 . c - . " b " ' " y " - \ A
 ' 6. c x \ - / d - f c d) , i a -
 y a \ o u x c n l . u | o , n /
 v s x v) - (n - A (/ n u x
 o c a , v ((" f / y " o . f y - x
 y o d \ v f : " y) u v u . | " x
 l - \ - . f u) y c x
 . c ' y a o d p \ a - y ;
 u - x c \ v , ' y , y ' | o x
 c /) , " v) - y u \ v . | ;
 ' v (v) u y u , c) - y u . T x "

EXERCISE 66—EASY SENTENCES.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 

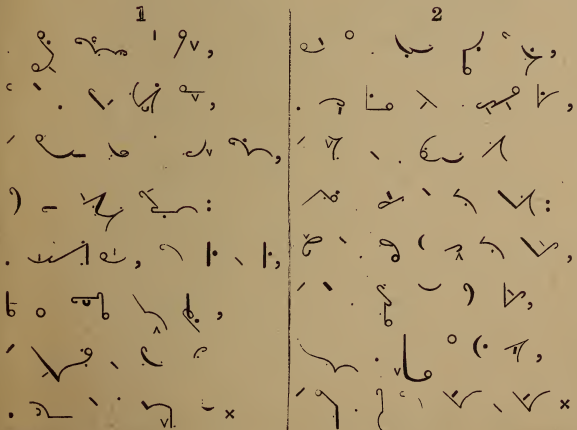
EXERCISE 67—TRY.

 "v,"









EXERCISE 70.

PSALM 19.



3

' (-, ~ 6 8 6
 ~ 8 6 1 8 8 8 8 ?
 ' (- 8 1 6 8 8
 ~ 8 8 8 8 8 8 ?
 ~ 8 8 8 8 8 8
 ' 8 8 8 8 8 8
 8 8 8 8 8 8
 " 8 8 8 8 8 8 "

EXERCISE 71.

PSALM 23.

1

. 8 8 8 8 8 8
 ' 8 8 8 8 8 8 ;
 8 8 8 8 8 8 ,
 ' 8 8 8 8 8 8 ;
 8 8 8 8 8 8 ,
 ' 8 8 8 8 8 8 x

2

8 8 8 8 8 8 ,
 8 8 8 8 8 8 ;
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ;
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 x

3

(- 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ;
 (8 8 8 8 8 8 ,
 (8 8 8 8 8 8 ,
 ' 8 8 8 8 8 8 x

4

(- 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ,
 (8 8 8 8 8 8 ;
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 ,
 8 8 8 8 8 8 x

EXERCISE 72.

1

c ' (v ~~~~~, ' v ~~~~~,
 v ~~~~~ v ~~~~~ x;
 ~~~~~ c ~~~~~, x ~~~~~  
 ~~~~~ ~~~~~, ~~~~~, ' ~~~~~ x

2

c ~~~~~ ~~~~~ ~~~~~, ~~~~~,
 c ~~~~~ ~~~~~ v ~~~~~,
 ~~~~~ ~~~~~, ~~~~~, c ~~~~~ ~~~~~,  
 ' ~~~~~ ~~~~~ x ~~~~~ x

3

~~~~~ ~~~~~ ~~~~~, ~~~~~, ' ~~~~~,  
 | ~~~~~ ~~~~~ v ~~~~~,
 ' ~~~~~ ~~~~~ ~~~~~, ~~~~~,
 ~~~~~ ~~~~~ ~~~~~ c ~~~~~ x

4

c ~~~~~ c ~~~~~, ~~~~~ ~~~~~  
 c ~~~~~ ~~~~~ v ~~~~~,  
 ' c ~~~~~ ~~~~~ ~~~~~,  
 ~~~~~ v ~~~~~ c ~~~~~ x

5

~~~~~ ~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~;  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~,  
 c ~~~~~ ~~~~~ c ~~~~~ x

6

~~~~~ ~~~~~ ~~~~~ ~~~~~  
 (v ~~~~~ ~~~~~ ~~~~~;
 ' ~~~~~ ~~~~~, ~~~~~ ~~~~~,
 ~~~~~ ~~~~~ ~~~~~ x

7

c ~~~~~ ~~~~~, ' ~~~~~ ~~~~~  
 ~~~~~ (v ~~~~~ ~~~~~ ~~~~~,  
 ~~~~~ ~~~~~ ~~~~~, ' ~~~~~,  
 (v ~~~~~) ~~~~~ ~~~~~ x

8

~~~~~ ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ ~~~~~ ~~~~~,  
 c, ' ~~~~~ ~~~~~  
 ~~~~~ ~~~~~ (v ~~~~~ x

21.—CONCLUSION.

When the student has completed the course of lessons given in the preceding pages, he is recommended to procure *Æsop's Fables in words of one Syllable*, for additional practice in READING Shorthand, together with the *Manual of Phonography*, which contains a more abbreviated style of writing than could be developed in an elementary treatise like the present. While studying these books, and copying out the Shorthand Lessons which they contain, the pupil should forward a few of his own Exercises to some member of the Phonetic Society for gratuitous examination and correction. It will be almost useless for him to seek the aid of the Society before he has copied out all the Exercises in this *Phonographic Teacher*, and thus made himself familiar with the principles of the system. He is also advised to subscribe for the *Phonetic Journal*, 1*d.* per week, or, in a wrapper, 5*d.* per month. This periodical contains 9 columns of Shorthand weekly, printed in three styles, entitled the Learner's, the Corresponding, and the Reporting, together with a Key. The *Journal* also contains intelligence of the progress of Phonography and the Spelling Reform throughout the world, a list of names of new members of the Phonetic Society, and articles on interesting subjects.

DIRECTIONS FOR PREPARING AND SENDING EXERCISES BY POST.

Write in Phonography, on ruled paper, a few verses of Scripture, or a short extract from a newspaper, leaving every alternate line for corrections and remarks, and send the exercise (with the printed slip of the newspaper, if such be employed,) to any member of the Phonetic Society, enclosing an envelope, stamped and addressed, for its return. A complete List of the Society for the current year, price 2*d.*, may be obtained from the publishers of this book, or through any bookseller; and the names of a few members will be found in any number of the *Phonetic Journal*. Phonographers are respectfully invited to qualify themselves to join this Society, and thus aid in the general extension of Phonography and the introduction of phonetic writing and printing. The perusal of one or two shorthand books, or the shorthand department of the *Phonetic Journal* will afford the student that familiarity with the Phonographic signs which is indispensable to rapid reading and writing.

Learners are especially cautioned against persons who profess to teach Phonography THROUGH THE POST *for a fee*. Money spent by the pupil in this way would be simply wasted, for it is not possible that teachers through the post can render him any greater aid than would be cheerfully given by a member of the Phonetic Society. If the pupil should find any difficulty in understanding and applying the rules of the system, he is recommended to obtain *personal* instruction, where it is possible.

INDEX.

- Additional sign for *S* or *Z*, page 17
 Affix *ing*, 37
 Analogy of sound and sign, 7
 Aspirate, 28
 Caution to learners about lessons
 by post, 46, last paragraph
 Circle *S*, initial, 18; final, 19
 Circle *S* added to an initial hook, 24
 " added to a final hook, 26
 Circle *S* and stroke *S*, distinction
 between, 20
Con, *Com* prefix, 37
 Conclusion, 46
 Consonants, arranged in the order
 of the new or phonetic alphabet, 4
D or *T* added by halving a consonant,
 31
 Diagrams showing the formation of
 the consonants, 6, 7
 Diagrams showing the positions of
 the vowels, 10, 12, 14
 Diphthongs, 16; *W* and *Y* Series, 35
 Directions to the pupil on commenc-
 ing the practice of shorthand, 3
 Directions for preparing and sending
 Exercises by post, 46
 Distinction between circle *S* and
 stroke *S*, and between loop *ST* and
 ST, 20
 Double consonants, 4, 23
 Exercise containing all the gram-
 malogues, 39
 Final hooks, 25
 " hook, adding *N*, 25
 " " *F* or *V*, 25
 " " *N* to curves, 25
 " " *-tion*, 25
 " *S* circle, 19
 " *ST* and *STR* loops, 19
 Final hook and a final vowel, 27
 Grammalogues, 15
 " list of, 38
 " first Exercise with, 15
 " Exercise containing
 all, 39
H, signs for, 28
 Halving principle, 31
Ing affix, 37
 Initial hooks, 21
 " hook, adding *R*, 21
 " " *L*, 21
 " *S* circle, 18
 " *SW* circle, 18
 " *ST* loop, 18
 Joined consonants, 7
L, upward and downward, 29
 Letter-words or Grammalogues, 15,
 38
 Logograms or word-letters, 38
 Long vowel between two consonants,
 12
 Long vowels, 10-12
 Loop *ST* and *ST*, distinction be-
 tween, 20
 Names of the short vowels, 13, last
 paragraph
 Order of the Vowels, 10, 13
PR and *PL* consonants, how vocal-
 ized, 36
 Phonetic Writing, 11
 Places of the Vowels, 10, 12, 14
 Preface, 3
 Psalm 19, a shorthand Exercise, 43
 Psalm 23, a shorthand Exercise, 44
 Prefix *con* and Affix *ing*, 37
R, upward and downward, 8, 29
S and *Z*, additional sign for, 17
S circle, initial, 18; final, 19
S circle and stroke *S*, 20
SS double circle, 19
ST loop, initial, 18
 " final, 19
 " and *ST*, 20
STR loop, final, 19
 Sentences of six words, showing the
 order of the vowels, 10, 13
 Short vowels, 13, 14
 Short vowel between two consonants,
 14
 Stops, 37
SW circle, initial, 18, 24
T or *D* added by halving a conso-
 nant, 31
-Tion termination, how to write, 25
 "Try," a shorthand Exercise, 40
 "Try again," a shorthand Exercise,
 41
 Upward and downward *R* and *L*, 29
 Vocalization of the *PR* and *PL* series
 of double consonants, 36
 Vowels, long, 10; short, 13
 Vowels, places of, 10, 12, 14
W and *Y* series of diphthongs, 35
 "When all thy mercies, O my God,"
 a shorthand Exercise, 45
 "Wolf and the Lamb," a shorthand
 Exercise, 42
 Word-letters, or Logograms, 15, 38
Y and *W* series of diphthongs, 35

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